Assignment Guide 2005

Updated for the course team by Peter Knight
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Introduction

Our primary aim on this course is to support you in your development as a teacher. The assignments will structure and pace your learning over the ten months of the course. As you complete each assignment, your tutor will provide feedback – suggesting improvements and ways to build on your development in the next assignment. As one outcome of this assessment process, you will produce a portfolio that demonstrates your capabilities as a higher education teacher and enables you to gain accreditation. Another outcome of this assessment process will be a final piece of written work that shows how your understanding of teaching and learning in your professional context has expanded and developed.

The process of building up your portfolio will be valuable in that it invites you to reflect on and review how you teach and plan for learning, and to develop new approaches. Your portfolio itself should be similarly valuable in that it will provide evidence of your teaching that you could use as part of a case for appointment and promotion. We hope your portfolio will become an object of quiet professional and personal pride; it will continue to expand as you reflect on your continuing professional development as a teacher.

If you glance through this Assignment Guide, you will see that the assessed work for this course cycles you through various aspects of teaching and learning:

- making online connections with fellow participants and tutors – building a community for learning (TMA 00)
- thinking about your professional context and identifying your development needs (TMA 01)
- understanding how people learn – monitoring and reviewing your teaching from a student perspective (TMA 02)
- designing assessment and giving feedback (TMA 03)
- planning a course and producing an outline (TMA 04)
- choosing and using teaching methods and evaluating their effectiveness in your context (TMA 05)
- producing a course review that focuses on one question from your learning with this H850 course (examinable component).

There are different ways to approach the assignments. You may want to base most of your study for H850 on a single course or programme you are involved with supporting – teaching, developing or reviewing. Then you could follow its development through all the sections and assignments of H850. Alternatively, you could choose to focus on a range of different responsibilities for each piece of assessed work.

In your assessed work, you will include examples that show both your teaching context and demonstrate how you have integrated what you are learning about teaching and learning into your own work. The assignments and the Study Guide will support you through a process of analysing particular aspects of your teaching, reflecting on these areas and building a coherent narrative for your portfolio.
1.1 How to use this Assignment Guide

This Assignment Guide is organised in sections that are designed to help you in the following ways:

- Section 2 takes you through the outcomes and values that underpin this course
- Section 3 outlines the basis on which your work is assessed
- Section 4 refers to the University and course-specific regulations about the submission of assessed work
- Section 5 provides the essential advice you need to follow in order to successfully complete each of the five required tutor-marked assignments (TMAs)
- Section 6 gives the framework within which you will complete your examinable component
- Section 7 tells you how to submit your work for final assessment.

This Assignment Guide provides the essential information to complete and submit your assignments successfully. The Course Guide provides a brief overview of the ways you will be working, the materials and resources at your disposal and a glossary of the most commonly used Open University terms. The Study Guide will provide an introduction to the reading resources and activities of the course. As well as helping you to complete assignments successfully, it will encourage you to reflect on your work as a teacher, to engage with each Pack in thoughtful ways, and to identify areas for further learning. You will need to consult the Assignment Guide and Study Guide frequently throughout the course so we have provided additional online versions of these documents in the Resources section of the course website.

2 The course outcomes and values

2.1 The learning outcomes

Through the assignments of H850, which build into your teaching portfolio, you will show how you:

- design and plan effective learning environments in the form of programmes of academic study or student support systems
- select and use a range of teaching methods to support learning and offer learner support
- configure and implement effective assessment schemes using a range of approaches, and link these with your ability to give feedback to students on their work
- monitor and evaluate your teaching using a range of self-, peer- and student-monitoring techniques, to appraise your own teaching and to inform course review
- reflect on your own personal and professional practice and development, assess your future development needs and plan your continuing professional development.
2.2 Professional principles and values

In your portfolio, you need to show how your work is underpinned by a set of professional principles or values.

Why are these necessary? Consider, for example, the espoused value of 'working effectively with diversity and promoting inclusivity':

A teacher could show a sound knowledge of their institution's equal opportunities policy, yet they might not teach in a way that promotes equality of opportunity to a particular individual or group of students in their class. It would not be enough to know about equal opportunities. It is necessary to show how your decisions and actions are underpinned by an appreciation of diversity. That is the basis on which the values are assessed. These principles and values are fundamental to the work of the teacher and you should show how they underpin actions.

The same is true for a concern for: students' learning and development, taking a scholarly approach to teaching, collaboration with colleagues, and continued critical reflection on practice. These ideas, principles, values, concerns must demonstrably underpin your practice.

An understanding of how students learn All teaching and academic administration should be informed by an understanding of how students learn (in generic and in subject-specific ways) and a considered appreciation of the conditions and processes that support student learning.

A concern for students' development Helping students to learn must begin with the understanding that all students have their own individual learning needs. They bring their own knowledge and resources to the learning process, enabling them to develop greater capability and competence in their personal and professional lives.

A commitment to scholarship At the base of professional teaching is an awareness and acknowledgement of the ideas and theories of others. All teaching should be underpinned by an enthusiasm for new knowledge, both about the subject/discipline and about good teaching and learning practice. All teaching should also lead to students developing a questioning and analytical approach.

A commitment to work with and learn from colleagues Much of an academic's work is carried out as part of a team made up of teaching staff and academic support staff. Collegiality and support of peers is as important as individual academic excellence or teaching skill.

A wish to work effectively with diversity and promote inclusivity Teachers must be concerned that students have equal opportunities, irrespective of irrelevant factors such as disability, religion, sexual orientation, race, gender, age or marital status. So, everything that teachers do should be informed by equal opportunities legislation, by institutional policy and by knowledge of best practice, in order to create an environment that supports diversity.

Continuing reflection on professional practice Teachers should reflect on their intentions and actions and on the effects of their actions. They should try to understand the reasons for what they see and for the effects of their actions. Thus, they continue to develop their understanding and practice and therefore inform their own learning.
3 How your work is assessed

We want assessment to be a wholly open process, with no hidden rules or criteria. This Assignment Guide has been prepared by the course team, and informed by the experiences of assessors in previous versions of the course.

Regular tutor-marked assignments (TMAs) provide the core of the assessment for learning and a written 'examinable component' takes the place of a summative exam, where you demonstrate how your learning has affected your practice and your thinking. To successfully complete H850, you need to pass each assignment and pass the examinable component.

3.1 Assessment indicators

This course does not simply assess what you have learned, but focuses on how you apply, analyse and critically reflect on what you have learned whilst teaching and whilst working through the reading and activities.

![Diagram](image)

**Figure 1**

In reviewing all your assessed work, your tutor will be looking for evidence of scholarship, awareness of context, practices and pedagogy, and critical reflection.

**Scholarship**

Your work should be informed by what is known about teaching and learning, both generically and within your discipline. In thinking and writing about your TMAs, you will need to draw on, evaluate and make reference to appropriate literature and research. Wherever circumstances make this possible, we would expect to see you using ideas from the literature to develop your teaching, so that you can evaluate how the ideas work in practice. You could successfully satisfy the assessment requirements with regard to scholarship by showing that you have used the resources provided by this course. We hope that your interest and enthusiasm may lead you to follow up other reading: for example there may be a specific body of literature relating to teaching and learning practices in your discipline; new ways of thinking and talking about teaching are emerging all the time.

An additional way in which you may demonstrate your scholarship is to show how you have considered your own approach to teaching and
design for learning in the light of some alternative models of practice, i.e. critical evaluation. Your reasons for selecting a particular way of working and for rejecting others will be evident in your assignments.

You also need to show how scholarly practice is embedded in the ways you support your students' learning. For example, you might describe and discuss, as part of a commentary on your practice, how you set an assignment that led students to apply approaches from one context to a different situation or context:

I told students that, for the third assignment, they must find an author from the same period who was not on the reading list and see how well the critical frameworks I had been describing would apply.

Awareness of context

The work you do as a teacher in higher education will be specific to your disciplinary and pedagogical context. In very immediate ways, you may feel limited, for example, by available resources and pressures of time. Part of the study you are undertaking requires that you examine your own administration requirements—record keeping and time management. Your work must also show that you have analysed particular institutional and departmental factors, and shown how current national, professional or discipline-specific priorities and the changing social or political agenda influence your work.

Practices and pedagogy

All the assignments invite you to show how you are able to select and use a range of skills, techniques and media for particular teaching and learning purposes and that you are confident and competent in a variety of situations. In reviewing these practices, you will be showing how the values and principles of the course, together with your knowledge of how students learn, have influenced your teaching choices.

Critical reflection

As illustrated above, we see critical reflection as the intellectual context for the other indicators of success in each assignment. Your practice will be routinely subject to your evaluative and reflective thinking, stimulated by your active participation in the course. Each assignment should show that you have questioned what you do as a teacher—whether this leads you to change your practice or to appreciate better what you have achieved. You should show how your understanding has developed through study and give examples of what you have been able to learn from the complex work of teaching.

Some assignments encourage you to draw on a practice-based source for new ideas and approaches: this might be student or peer feedback, or comments from your mentor. You may also find that you can learn in unexpected ways—for example, your plans may not always lead to the outcome you anticipated. Ideas of reflection in, on and for action underpin much of this course and your tutor will be looking for examples of your unexpected insights as well as your rational planning for successful teaching.
3.2 The tutor-marked assignments (TMAs)

Overview of the TMAs

The assignments have been designed to give you some degree of flexibility over what you study, while at the same time guiding you through aspects of teaching and learning we (and accrediting bodies) consider to be essential for developing teachers. Some people find the guidelines vague, while others find them unnecessarily limiting. Because developing your professional capabilities as a teacher is a personal and situated experience, different people find some of the assignments more challenging than others. Read through the guidelines for all the TMAs at an early stage: this will help you to anticipate and prepare for the work you will need to do – in particular any evidence that you may need to gather.

To prepare for each TMA it is likely that you will need to:

- work through the reading in the relevant Pack, review the online resources, and participate in the conference activity
- apply and test some of those ideas in relation to your teaching
- evaluate the effectiveness of the ideas in your practice by reflecting and discussing with your tutor group
- bring this work together by drafting each TMA, bearing in mind the specific guidance notes in Section 5.

You can usefully see these processes as moving you around a learning cycle, as described in the literature you will be reading. We see this process as: planning to use new ideas, using them, reviewing how well they worked in practice, devising explanations of how and why they worked or didn’t work, re-planning how to use what you have learned next time.

How the TMAs are graded

To successfully complete the course you will need to submit all the TMAs and the examinable component. You will submit the TMAs by set dates during the course. Each TMA will be graded by your tutor as either ‘achieved’ (50), or ‘not yet achieved’ (30). The numbers do not signify the quality of your work, just its readiness in terms of the portfolio. The feedback from your tutor will indicate how much more work is required (if any).

If you receive an ‘achieved’ grade you do not need to do any further work on this TMA, but you must keep it to be submitted as part of your final portfolio. You will receive feedback from your tutor that will help you to further develop your teaching, support you in thinking about the examinable component, and provide guidance for any remaining TMAs.

If you receive a ‘not yet achieved’ grade, your tutor will provide you with clear and constructive feedback on what you need to do in order for that TMA to be judged ‘achieved’. Then you should revise your work before presenting it for marking at the final assessment stage in your portfolio.

You must submit all your completed TMAs – first attempts and revised second attempts – with your examinable component by the final deadline, if you want to successfully complete the course.
Compensation

There is no scope for compensation in the assessment of this course, that is, no scope for offsetting a poor performance on one TMA by an excellent performance elsewhere. If, for example, someone is a brilliant lecturer but poor at marking, they are not, as defined here, a competent teacher. Why? Because successful completion of the course means a specified range of abilities demonstrated, and a specified range of values demonstrably informing practice, providing all-round competence in the essentials of teaching in higher education.

3.3 The examinable component

The major piece of assessed work takes the form of a critical review of a course or area of a programme of learning, related to your own practice (see pp. 26–30). You will complete this in the final months of the course. You will need to build time into your schedule to prepare this review.

3.4 The final assessment stage: submitting your portfolio

When you have completed each TMA and your examinable component you will collect them all up together and submit them as a portfolio by 4 September 2006.

Your whole portfolio, containing your TMAs, along with your examinable component, will be graded as either ‘pass’ or ‘fail’. If graded ‘fail’ for the examinable component you will be offered the opportunity to resubmit. Remember that you must rework all ‘NYA’ TMAs successfully in order to pass or be offered an opportunity to resubmit your examinable component.

4 Guidelines for submitting assessed work

This section gives the guidelines for submitting assessed work on H850. You should also be aware of The Open University regulations around assessed work. These are available in your Assessment Handbook: Taught Higher Degrees which is provided in the materials and is also available online from your Student Home page (http://www.open.ac.uk/students). This course complies with all the assessment regulations of The Open University.

4.1 Deadlines

The deadlines are provided to structure your workload and to help you make good progress through the course. You are expected to meet them. If extenuating circumstances prevent you submitting work on time, you must let your tutor know before the TMA deadline. The regulations around meeting deadlines are clearly explained in your Assessment Handbook.

4.2 Simulation

Your normal work may not allow you to demonstrate completely that you have met some of the requirements of an assignment. For example your normal work may be confined to teaching a course or module that someone else has designed, or you may not normally be responsible for planning an assessment scheme, even if you are marking to that scheme.
The best solution in such situations is to negotiate with a colleague – the programme leader, the director of a course on which you teach, or your mentor, if you have one – to undertake some of the missing work. (Your offer may well be accepted with enthusiasm!) Failing this, you may be able to negotiate with one of your teaching colleagues to swap some teaching or course design work to your mutual advantage.

The second best solution is to offer simulated evidence. By simulated evidence we mean, for example, evidence about teaching or assessments that you have planned but not delivered.

**You may only present simulated evidence in TMA 03 and TMA 04.**

The requirements for your simulation are that:

**It should be as close as possible to reality.** For example if you are simulating the design of a course or assessment scheme, then you should really design one, in your discipline, within all the constraints and requirements of teaching this subject in your department or university. This will be simulation only in that you have not yet delivered it; in every other respect, it will be real and authentic.

You should prepare all the associated materials, whether for the teaching or for the assessment, as if it were real and include examples of this for your tutor.

### 4.3 Currency

H850 leads to accreditation as a teacher; that is, to a certification of your current capabilities as a teacher. Examples from your teaching should not be more than three years old at the date at which you submit for assessment. Each example should bear the date when it was produced.

### 4.4 Higher education teaching

Examples you use in your assignments should be from teaching in higher education, i.e. teaching on courses that lead to higher education awards. Any other types of teaching, such as further education, A-levels or staff development work, may be treated as simulated evidence (see Section 4.2).

*If you are in doubt, talk to your tutor about what is appropriate.*

### 4.5 Referencing

References should follow the Harvard system of referencing as demonstrated in the Packs. Please refer to the ‘Resources’ section of the course website for specific guidance on following this style of referencing.

### 4.6 Word counts

Include a word count with each TMA and with your examinable component. Headings and citations are included in the word count within the body of the text, but lists of references are not included.

If you exceed the word count, an assessor may reasonably make their judgement based on what you have written within the specified word limit.
4.7 Anonymity

If you do not have permission to disclose people’s names, do modify your submissions and examples to maintain confidentiality where appropriate – delete or disguise the names of colleagues or students if they appear in your TMA.

This precaution extends to quoting any messages from the course conferences in your assignments or examinable component. For messages in the plenary (e.g. activity) conferences it will not normally be necessary to request permission prior to use (although you should of course do so if using outside the context of the course). As it is possible that you will use your portfolio as evidence of your achievement once the course is over (indeed we hope that you will) you should consider using a naming convention for conference message authors which differentiates between the ‘voices’ but does give the authors clearly identifiable names. Using abbreviations (e.g. initials) such as Participant CP or Chris_P rather than Chris Pegler is one way you could do this.

You are reminded that email correspondence is private correspondence and you should not assume that you can quote from this without first obtaining the explicit permission of the author. As the tutor group conferences are designed for small group work you should you treat these messages as you would email, obtaining the permission of the author before use, and anonymise the author if appropriate.

4.8 Language

If you are a teacher of a language other than English, you should note that this course’s assessment policy requires assessments to be made in English. This means that you need to provide translations of any parts of your evidence that need to be understood in detail to make a fair assessment of your work. (You should make sure that your assessed work can be understood without the assessor having to speak a second language.)

For example, it would be unhelpful to say ‘you can see by the way I’ve put together handout xx that I’m using relevant vocabulary to motivate students to learn’, because if your tutor or assessor doesn’t speak the language, they might not see how relevant the vocabulary is. Instead, you might say ‘handout xx shows a selected piece of text from the business pages of the French newspaper which will be relevant to students on this business course. The words I’ve highlighted, that were new vocabulary for the students, can be translated as “chief executive”, “marketing strategy”, “recruitment fair” and “product placement”, respectively. I then designed an activity that used these new words ....’

Where it’s important to show style, tone or flavour, then this might require you to present a full translation of the relevant resource. Here the original language material does not count towards a page or word count, just the translation.

4.9 Media

All your evidence needs to be in paper form. At present, where you wish to include examples of work that has involved teaching through other media, you will need to produce this in paper form. For example a printout or ‘screen dump’ of relevant web pages rather than a live link to those pages.
The tutor-marked assignments (TMAs)

Please ensure that you take copies of all your work before submitting it for assessment.

5 The tutor-marked assignments (TMAs)

In this section, we frame each TMA question by setting a task and a word limit (and, in some cases, a page limit for examples). We also clarify what is expected in terms of:

- examples that illustrate your practice and your context;
- a thoughtful and informed discussion of that practice; and
- professional values that you should focus on in relation to that TMA.

We anticipate that you will blur the boundaries between these different aspects of the TMA – for example, numbering and marking up the examples to identify discussion points and weaving the consideration of values into the critical review. We know that you will draw on your own experience of marking students’ work as you write, and will therefore show consideration by providing the reader / assessor with clear signposts to show how you have organised each assignment to meet the requirements.

Remember that the emphasis throughout H850 is not on what you have read, but on applying concepts to your practice in your work situation. Each TMA will be assessed largely on how you relate concepts from the course to your own teaching. The assessment indicators for all assessed work are presented in Section 3.1.

You will need to prepare for each TMA in good time. You can immediately start saving examples from your teaching that relate to certain assignments. General guidance on finding, making, collecting and sorting examples for all the assignments on this course follows – you will need to read the guidance for each TMA to identify which sort of examples might be useful to support any specific assignment.

You might already have an idea of the work you will be drawing on as you study this course. For example you could be in the process of reviewing and redeveloping a course or programme with which you are involved and you may want to take copies of all documentation you generate which relates to this. You could set up files in advance to collect examples that you can use for each TMA – session planning, say, for TMA 04 or giving feedback for TMA 03.

You will probably have some pieces of work of which you are particularly proud. For example you might have a technique you use to get new groups started or you might have developed an innovative self-assessment scheme. You may be able to provide an account of this work in a TMA, so file a copy of these now.

Perhaps there is an aspect of your teaching that has always puzzled you or that you have always been vaguely dissatisfied with – or feedback may have suggested that an aspect of your work needs attention. File examples (of feedback, say) that illustrate your challenge. Studying on this course will give you space to reflect and opportunities to share your dilemma with your tutor group. Make a note to review this issue when the appropriate TMA is being discussed.
Remember that examples you feature in your assignments should help to show your capabilities and development as a teacher. All the evidence you file will therefore be in some way personal to you – created by you, edited by you, or written by someone else for you or about your teaching. Unless you are their author, printed course materials and full syllabuses rarely belong in your assignments – although you might include extracts as background information to explain your practice.

Before you go any further, if you haven’t already done so, bring your portfolio to life by starting to collect, sort and file examples of your teaching work.

**TMA 00 Introductions**

Complete the following task by 5 November 2005 and send a printed copy of your conference introduction, with TMA 01, to your tutor by 26 November 2005. You will be able to log on from about two weeks before the official start date of the course.

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**Show how you have explored the online resources of the course and introduced yourself to other participants, using FirstClass.**

1. Find the H850 course website from your student homepage: www.open.ac.uk/students
   Explore as many of the drop-down menus and links as you can. Get lost and find yourself again at least once.

2. Login to the plenary conference and introduce yourself to the wider group of participants you will be working with this year. Print out a copy of your introductory message (around 500 words) and submit it with TMA 01 (at the end of November 2005), as evidence that you have started to use the conferencing system. The information that will help others to ask good questions and understand your role will include:
   - your job title and role
   - the type of institution or organisation where you work (you don’t have to name this if you don’t want to)
   - the teaching work that you expect to undertake during the course
   - courses and classes you will teach and assess
   - course(s) you might help to design or redesign
   - your main reasons for taking this course.

3. Follow this up by using FirstClass conferencing to strike up an online conversation with at least one other participant, so that you begin to find useful things you have in common.

4. When you ‘meet’ your tutor – normally the tutor will initiate this contact – you may want to agree contact route(s) and some ground rules about your preferred ways to keep in touch with each other.

The *quality* of this first assignment will not be judged, but its effectiveness forms a vital part of your induction to the course – joining
the wider group of participants who are studying alongside you and becoming familiar with the resources at your disposal. The Study Guide and course website should provide all the links and advice you need to fulfil these first requirements and the LTS Student Helpdesk (Lts-student-helpdesk@open.ac.uk) or +44 (0)1908 653972 will provide support if you get stuck.

5.1 TMA 01 How teachers learn and develop

Send this assignment (with the printout of your conference introduction from TMA 00) to your tutor to arrive not later than 26 November 2005.

**Part (a)**
Adapt and complete the planning proforma, outlining where your experience and needs map onto the H850 course.

**Part (b) (up to 1500 words plus examples)**

Analyse the opportunities and limitations of your professional context for your teaching and your own learning.

Write a brief statement of your personal teaching philosophy and provide an informed rationale on which it is based.

Part (a) A personal needs analysis

We have provided a downloadable needs analysis template (in the course website Resources section) for you to adapt and complete to help you present a self-assessment of your own current teaching experience and needs in line with the structure of this course.

Completing this as fully as possible will help you and your tutor identify any gaps in the experiences that you will be able to draw on for this course. Your tutor will support you in planning ahead to deal with potential problems in the timing of particular experiences and activities for assignments.

This plan will help focus your attention on your development needs and organise your own learning. At the end of the year, it will be the baseline against which you can review your progress.

Part (b) Your context and practice

This TMA aims to help you and your tutor to develop a shared understanding of your context on which you can base your relationship throughout this course. We expect that to do this you will need to refine your conference introduction from TMA 00. We want you both to describe and analyse your teaching, your preferred way of learning, and the professional contexts that influence your work. Attach brief supporting evidence of your context.

Together with your reading of Pack 1, and conversations with your tutor group, this analysis of your context should lead you to develop a clear statement of your beliefs or philosophy about teaching and learning in higher education.
Values for TMA 01

The course values are fundamental to all the work of a teacher, and in each TMA you are asked make specific reference to the values that underpin your work.

We associate the following course values (you may have others) with TMA 01.

A commitment to work with and learn from colleagues

Show how the rationale for your philosophy statement has been informed by your reading and discussions with your colleagues by drawing on discussions with your peers or course participants in your tutor group. Examples might include anonymised discussions from an online activity or notes of a meeting.

Working with diversity and inclusivity

This TMA also lets you begin to demonstrate your awareness of equal opportunities issues – at the level of legislation and policy. Your work context is likely to be influenced by equal opportunities policies and procedures. Give examples from your institution's policies about equality in the context of ethnicity, gender and disability, and consider the ways in which these policies might affect your work.

Continuing reflection on professional practice

Show that your reading of Pack 1 and your work in your tutor group has stimulated you to question your practice. How has this questioning led to new understandings about how you work in your context, and your own beliefs about teaching and learning? Evidence includes your planning proforma.

5.2 TMA 02 How students learn

Send this assignment to your tutor to arrive not later than 21 January 2006.

Part (a) (2500 words maximum)

Analyse how your teaching and student support is informed by what is known about (i) how students learn, (ii) how students develop, and (iii) how students differ as learners.

Part (b) (20 sides of A4 maximum)

Provide evidence of at least 3 different examples of your teaching and student support to back up your analysis.

This is the first TMA to be based on your teaching practice, and you will find the remainder follow a similar format. You should use this TMA as a support to extend your practice, making use of ideas that have occurred to you through study or conversation with colleagues. You will need to read around and reflect on your teaching, and also to experiment with your teaching approaches and perhaps collect some new examples.
Before beginning to prepare or plan the assignment, you need to read through this whole section. Make sure you are clear about the relationship we are looking for between your practice examples, your rationale and your reflections on the values of this course.

Part (a) Analysis and rationale

In this TMA you are asked to show that you have thought about your students, individually and collectively, and how your practice is informed by what is known about how they learn, how they develop and how they differ. You will need to illustrate your analysis by making clear cross references to material presented in part (b) of this TMA – this material is evidence to support your analysis.

In order to consider the learning and development of your students, we expect that you will need to collect feedback from them about their learning and their development needs. Most of the more formal ways to obtain feedback from students – through an end-of-course questionnaire, for example – tend to focus on your teaching, rather than on student learning and development. Feedback of this sort will be explored in TMA 05. Informal feedback may come from tutorials, supervision sessions or discussions about marked assignments – all of these provide opportunities to engage in formative or diagnostic conversations about how students are learning (and struggling with) the subject or the processes of a course. To meet the requirements of this course, it is perfectly reasonable to ask your students directly about their experiences of learning and development, if you find it difficult to identify examples from your normal practice.

Drawing on what you have found out about your students, does your experience with your own group(s) of students confirm or challenge the theories of student learning discussed in Pack 2? In many cases, your usual practice will be supported by what you have read. You will be able to show that you can sustain and justify your teaching in the light of what is known about student learning. You may be able to draw on research or theory from outside the resources we provide and, in the light of different sources (appropriately cited), affirm that your teaching is appropriate in your context. You are obviously at liberty to disagree with some of the accepted wisdom in the student learning literature. We welcome such challenges, particularly when you provide supporting evidence from your teaching experience or from alternative literature.

Together with your reading of Pack 2 and Pack 5, and conversations with your tutor group, this analysis of your teaching should lead you to be able to use a range of different teaching methods both to support learning effectively and offer learner support.

Part (b) Examples of your teaching and student support

You will need to select from your current or previous teaching at least three different examples of your teaching and student support work that have the potential to show your appreciation of a range of student approaches to learning, your understanding of students’ different development needs, and how you manage this diversity. You could start by re-reading the beginning of Section 5 of this Guide for advice on how to select your examples. Clearly number each example so that you can refer to it easily.

We ask for examples of both teaching and situations where you support students as learners. Through different teaching examples we are looking
for variety in your repertoire of teaching methods and modes. You might select examples of working with groups or individuals, perhaps face to face or at a distance. The sorts of teaching activity you might draw on to provide examples of a group learning process could include your notes for a tutorial, lecture, small group session, laboratory, field trip, telephone conference or online activity. Examples of support for individual students as learners could come from your experience of personal tutoring and supervision, a revision skills session, setting up peer tutoring, providing individual support or referring students to support services. From your experience of one-to-one interaction with students, you could also provide examples of your marking or grading (including, of course, your feedback and comments).

At least one of your examples must show your use of information and communication technologies (ICT) linked to student learning.

You could also include extracts from your reflective log, summaries of conversations with colleagues about worries with a particular student or extracts from e-mail dialogue that show how you manage a student experiencing difficulties. Remember to ensure that your examples do not identify anyone who has not given their permission.

You will need to mark or annotate the examples you have provided (e.g. Evidence 1, 2, 3). You can then refer back to these items in your analysis of your practice, your reasoning and references to reading and scholarship.

Note: The examples of your practice you use here may also be used to illustrate different aspects of your work in later TMAs – for example, in showing how you manage assessment (TMA 03), or select and evaluate different teaching activities (TMA 05). For TMA 02, your focus is on your students and their learning. For this reason, it is sensible to list your evidence or examples at the beginning of each TMA submission, explaining in a sentence or two their purpose in your context.

**Important note: No simulation is permitted for this TMA.**

**Values for TMA 02**

We associate the following course values (you may have others) with TMA 02.

**An understanding of how students learn**

Show how the design and practice of your examples has been informed by what you have learned about student learning. Explain how the theories and models of student learning you have met in the literature have led you to choose between alternative approaches. For example you may make an assessment of how your teaching promotes deep or surface learning.

**A concern for students’ development**

Draw on your examples to show where your concern for the development of attitudes, skills and knowledge in and beyond the curriculum led you to work with a student or group in particular ways. If you have undertaken specific enquiries with students, you may be able to show how you have:

- investigated your students’ conceptions of learning or positions in intellectual development and changed your ways of working with them accordingly;
- identified your students’ strengths and weaknesses in their approaches to study and provided feedback in quite specific ways.
A commitment to scholarship

Show how your choice and use of teaching and support methods is supported by appropriate reference to the literature, and demonstrates your awareness of developments in the teaching of your subject. For example you could show how you have questioned:

- the practical implications of the evidence of what lectures achieve presented by Donald Bligh in Pack 5;
- principles of communicative language teaching and their role in planning for your teaching of a foreign language;
- the roles of academic and personal tutors from your readings of Pack 2.

Working with diversity and promoting inclusivity

As you will recall from the chapters on equal opportunities in Pack 1, there are two dimensions to equal opportunities in practice: showing how your teaching approaches deliberately avoid exclusive or offensive language or stereotypes, and showing how your teaching is actively inclusive and celebratory of difference. In thinking about equal opportunities in the context of TMA 02, you might be able to draw on your examples to demonstrate, for example:

- arrangements you have made to support students with language difficulties;
- how you have tutored students from culturally different backgrounds;
- how you have worked with students at risk of withdrawing.

Continued reflection on professional practice

Show how you have considered adapting your approach to teaching or supporting learning in the light of your knowledge and experience by explaining where you have changed your practices.

5.3 TMA 03 Assessment for learning

Send this assignment to your tutor to arrive not later than 18 March 2006.

<table>
<thead>
<tr>
<th>Part (a) (up to 2500 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyse and develop your assessment practices in the light of your learning from Pack 3.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part (b) (up to 30 sides of A4)</th>
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</thead>
<tbody>
<tr>
<td>Provide a detailed example of a formal assessment structure with which you are closely engaged and at least two examples of your grading and/or feedback on learners' work.</td>
</tr>
</tbody>
</table>

Before beginning to prepare or plan the assignment, you need to read through this whole section to ensure that you are clear about the relationship we hope to see between your practice, your rationale and your reflections on the values of this course.
Part (a) Analysis and rationale

Show how your reading about assessment both supports and challenges your assessment practices. You will need to make clear references to material presented in part (b) of this TMA in order to back up your analysis. This material is evidence to be used to strengthen what you say in this part. You should be able to make some informed points in discussing the choices that will have been made in developing and implementing the assessment measures described. For example:

- how the outcomes of learning were devised, where they link with broader outcomes and how / whether they are to be assessed
- the kind of assessment activities and questions, e.g. essay and exam questions, self and peer assessment, projects, seminar presentations, etc.
- how / whether marks or grades will be awarded and reliability of marking will be ensured
- how / whether your own feedback to students is appropriate in terms of timeliness, content, tone, clarity and formative support
- where your feedback connects with the espoused aims and outcomes of the programme and the course or unit of study with which it is associated.

You will probably be able to locate your practice somewhere between the two following contexts for your reflection, depending on your sphere of influence or level of responsibility.

*High level of responsibility for assessment structure*

If you are partially or wholly responsible for the design of the assessment scheme, you should be able to analyse the processes by which the scheme was established and reflect on how those processes:

- were supported and challenged by working with your colleagues;
- were influenced by institutional or national structures and constraints, such as programme specifications or professional standards;
- actually affect the marking and feedback you (and colleagues) undertake in practice.

*Less responsibility for designing assessment*

If you work within an assessment scheme for which you have very little responsibility, you should:

- design an assessment scheme that would take account of your critical comments about the scheme you work within, particularly showing how any changes would benefit student learning;
- identify the implications associated with such changes, for example where you would need to negotiate with immediate colleagues or influence areas of your institution / professional organisation.

Part (b) Examples of your assessment and marking practices

1. Provide one detailed example of a formal assessment structure or scheme with which you are associated, and make clear your level of responsibility for (or within) this scheme. Provide extracts from documentation that show the level and range of the assessment,
assessments tasks and questions, any connections within (or with other) institutional programmes, and national frameworks and/or professional qualifications. Ensure that the information you provide allows your tutor / assessor to understand your assessment context and shows the necessary evidence to support your analysis and reflection.

2. Provide examples of at least two different sorts of marking and / or feedback that you have produced for students. Make clear for your tutor / assessor how this relates to the structures you described above. As in TMA 02, identify each piece of evidence in an index or list for this TMA.

3. Simulation is permissible for this assignment, contact your tutor to discuss how you can proceed with this.

Values for TMA 03

We associate the following course values (you may have others) with TMA 03.

A commitment to scholarship

Show that you have read and considered a range of ideas about assessment and learning by drawing links between the literature and your examples and citing references appropriately. Compare that knowledge and understanding with your experiences of assessment programmes and marking / giving feedback within those structures.

A commitment to work with and learn from colleagues

Assessment is at the heart of learning and, increasingly, programme-wide thinking about learning outcomes involves collaboration between course teams and designers in ensuring that a range of outcomes is planned for and assessed.

Continued reflection on professional practice

Justify the practices in your context that are supported by the literature and by your experience. Also identify areas where change might be desirable and discuss the extent and limits of your ability to enable change.

5.4 TMA 04 Design for learning

Send this assignment to your tutor to arrive not later than 13 May 2006.

Part (a) (up to 2500 words)

Provide a rationale for your design to show how you understand and appreciate the complexities of designing for learning.

Part (b) (up to 30 sides of A4)

Develop an outline plan for a course, programme of study, learning environment or learner support system.
Before beginning to prepare or plan the assignment, you need to read through this whole section to ensure that you are clear about the relationship we hope to see between your practice, your rationale and your reflections on the values of H850.

Part (a) Analysis and rationale

This TMA begins to pull together all the work you have done so far by asking you to think in a connected way about all the different elements of your practice in the context of a planned course of study. You will probably need to refer back to ideas and approaches first identified in earlier TMAs. You will certainly be referring to the material presented in part (b) of this TMA, using it as evidence to support your analysis. Your tutor will appreciate really clear links and references, and this practice will also help map the development of your own thinking.

The materials in Pack 4 provide a range of theoretical and practical approaches to course design and some evaluation tools that will help you begin to critique your design. There are useful frameworks and guidelines in template form on the H850 website that may help you summarise and organise your thinking.

You will also be influenced and limited by policies and structures in your institution or organisation, and by 'what went before', if your plan has involved redesigning a previous course. It is important that you articulate these limits and indicate where they have influenced your decisions.

In addition, we ask you to consider any aspects of your course outline that derive particularly from the requirements of your discipline or profession, and to articulate how this has influenced your design. There may be a particular literature that you will need to explore in order to justify your approach (or to challenge any of the approaches outlined in the course materials). Your justification may relate to the subject matter itself, but this too should be articulated.

Part (b) Your course outline

Building on all the contextual information and understanding developed through your previous TMAs, you now produce a summary plan for a whole course of study that you have designed and run or that you plan to run. Our assessment requirements, in terms of the example you present, become more stringent, as you will see from our detailed specifications, below.

Your tutor will expect to see, for example:

- course aims, which summarise what the course is intended to achieve
- its relationship with other courses or a broader programme / qualification framework
- a clear account of what students should know, understand and be able to do at the end of the course – the intended outcomes
- indications of which outcomes are to be assessed and by what means (this may draw on your work in TMA 03)
- an outline schedule of teaching, learning or support activities and methods.

We take a 'course' to mean any series of student learning or learner support activities that you have designed. This could be, for example, a
programme of academic study with a number of teaching sessions, an online learning environment with a number of planned activities or a student support system. Simulation is permitted in this TMA. That is the course plan you design may be one you have both developed and delivered, or one that you are just developing (see Section 4.2 for further guidance on simulation). But it is important that it is set in the context of learning and teaching in higher education.

Your plan might be drafted specially for this assignment or it might involve some documentation you already have, such as a course outline in a student handbook, a module descriptor, or proposal you have prepared for a validation committee. Examples of documentation you might draw on include:

- a course guide or outline for a series of teaching and learning sessions in a taught unit or module
- extracts from the programme outlines, documents or syllabuses on which you based your detailed course planning
- sections of a plan for a support system for students in higher education, e.g. counselling service, student helpline, or a series of learning skills workshops
- a specification for an online learning environment which guides students through a series of learning activities.

Use no more than 30 sides of A4 to explain and illustrate your course design.

Note: We don't expect you to teach or develop the whole course, just to produce a summary outline with contextual information clearly signposted.

**Values for TMA 04**

We associate the following course values (you may have others) with TMA 04.

*An understanding of how students learn*

In your reflections on your course design, there are many ways that you could show how it has taken account of your understanding of how students learn. For example your reflection on this value might show how:

- your plan has included activities to support each phase of a learning spiral;
- you have adapted Linder and Marshall's meta-cognitive strategies for your own teaching context (see Pack 2, Extract 1.2);
- you have planned a sequence of learning activities across the course that will enable students to learn from experience;
- you have included course components specifically designed to help students learn factual material;
- models of deep and surface learning influenced your choice of the content/process balance.
A concern for students' development

The commentary on your course design will need to make explicit how it is underpinned by an appreciation of what students should have studied before and what they may be going to study next. By articulating this potential for progression, your design will show a concern for students' development. Equally, in your consideration of the needs of professional bodies, you may be able to show how you have taken account of development needs beyond the next course or qualification.

In addition, many of the deeper issues that emerged in your work on TMA 02 can be considered again here. Although some good support with appropriate scaffolding can be built into individual and group sessions, to be really effective such processes need to be incorporated into the overall plan – the timings, the activities and the assessment strategies – of your design. To show how you have considered this in your design will provide evidence of a sophisticated level of awareness – of students' development and, potentially, of their diverse needs.

A commitment to scholarship

Show that you have read and considered more than one approach to course design and integrated this with earlier work. In addition, show that you have considered the scholarship of your discipline or profession. Evidence of your developing pedagogical scholarship will be embedded in every TMA but here we ask you to reflect on what is particular to your subject context that affects the way you design for learning.

5.5 TMA 05 Monitor your teaching

Send this assignment to your tutor to arrive not later than 8 July 2006.

<table>
<thead>
<tr>
<th>Part (a) (up to 2500 words)</th>
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<tbody>
<tr>
<td>Show how you have used feedback from colleagues and learners to justify or change your approach to teaching.</td>
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</table>

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<tr>
<th>Part (b) (up to 20 sides of A4)</th>
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<tbody>
<tr>
<td>Provide two examples of your use of comments by colleagues based on their observation of your teaching, and at least one example of systematically collecting and responding to student feedback on your teaching.</td>
</tr>
</tbody>
</table>

Before beginning to prepare or plan the assignment, you need to read through this whole section to ensure that you are clear about the relationship we hope to see between your practice, your rationale and your reflections on the values of this course.

Part (a) Analysis and rationale

In exploring and analysing the examples you provide, we expect you to explain why you took the approaches you did to monitoring your teaching, as well as saying how the feedback you received (from peers/observers and students) is influencing your own continued learning. You will, therefore, be making some reference to the material presented in
part (b) of this TMA. Your examples will almost certainly have been
influenced by current practice in your department and by the availability
of a suitable person to comment on your teaching. We expect to also see
evidence that your reading of the materials has informed your choice of
evaluation questions and your responses to the feedback you received.

Your rationale should explain how you have used evaluation methods that
have some basis in the literature, especially if your disciplinary
background has not given you training in such skills as survey design.
Analyse your results systematically so as to extract valid information.
Alternatively, if there simply isn't time to develop and apply the necessary
skills, be clear about the limits of your monitoring, and don't claim too
much for your results or try and use them with inappropriate confidence.

Part (b) Examples of observation and feedback

You should provide evidence that two separate sessions have been carried
out, observed and critiqued by an appropriately experienced colleague.
You must receive feedback from the person who observes your teaching
and you need to show that you have considered the feedback in light of
your own understandings. This is a requirement because we believe that
reflecting on feedback is central to a teacher's informed understanding of
performance and ability to develop. The peers you invite to observe your
teaching should therefore be competent and confident to deliver
meaningful and professionally significant feedback. This implies finding
teachers who are teaching for award-bearing higher education courses,
who you know are highly regarded for their teaching abilities and/or who
have formal teaching qualifications.

A teaching observation can be understood as an opportunity for a four-
stage process (see Pack 1, Chapter 5 'Reviewing and improving your
teaching'): plan the observation, act (be observed and receive written
feedback), review (discuss the implications of any feedback you have
collected on your teaching), and explain (reflect on the broader
implications for the development of your work).

So, for each observation you should include:

- the agreed schedule for the observation of your teaching, and the main
  issues on which you asked the observer for feedback (plan)
- the observer's report (act)
- notes of the debriefing meeting and actions agreed (review)
- a reasoned account of action proposed or taken to change your
  teaching as a result of the observation (explain - in your analysis and
  reflection).

Also provide at least one example of a systematic approach to student
feedback and some evidence that you have responded to this. In
presenting your example, be illustrative rather than exhaustive. For
example don't include ten feedback sheets from students; include just one
to show what the form looks like when completed. Then provide your
collation and analysis of the whole batch of feedback.

Important note: No simulation is permitted for this TMA.
Values for TMA 05

We associate the following course values (you may have others) with TMA 05.

A commitment to work with and learn from colleagues

By asking a colleague to observe your teaching, you are setting up a useful exchange of learning and practice – those who observe teaching for quality or peer support often remark on how much they learn from that process. You may find that an exchange of observations (I'll show you mine if you show me yours!) is a useful way to learn from colleagues, or that you develop useful opportunities for team-teaching.

You will also need to tease out from your examples what use you have made of observation and feedback on your teaching – how you are planning to change or have already changed your approach in line with comments received.

Continuing reflection on professional practice

As part of your commitment to learning from feedback, you have an opportunity to show where you have reflected on the reasons why some teaching approaches and environments worked and didn't work as well as you had hoped. Show that you have read and considered a range of teaching approaches for different outcomes and contexts. In TMA 02, you gathered feedback about student learning and showed how that could inform your practice. Here you will be asking about your teaching.

You might reflect on the different sort of information that comes from asking your students what appears to be a similar question from these different perspectives. You may want to refer back to learning in previous TMAs or cite extracts from the learning log that you have been keeping this year to show this ongoing reflection.

It might be useful for you to think about your demonstration of reflection at various levels. For example reflection can be demonstrated as occurring within moments of teaching (reflection in action), as a part of a self-reflective evaluation after teaching (reflection on action), and / or as part of a systematic process of monitoring and evaluating your teaching.

6 The examinable component

Include your completed examinable component with your Portfolio, which you should submit to The Open University (not to your tutor) by 4 September 2006.

(Up to 5000 words)

A critical review of a course to which you have contributed, and plans for its (and your own), future development.

You will need to prepare for the examinable component well in advance. Unlike the previous TMAs, you will not have an opportunity for feedback from your tutor on your critical course review before final submission. We recommend that you take advantage of your tutor group as you prepare. All members of your tutor group will be in the same position and your
The examinable component

tutor will encourage you to share your plans and progress on your projects.

This final piece of work can be seen as completing a course design project which structures the whole of H850. In the earlier stages of the course you were encouraged to examine your learner’s needs (TMA 02), and to choose teaching, learning and assessment methods which were appropriate for them (TMA 03 and TMA 04). From this, you developed a course outline (TMA 04), and monitored and reviewed your teaching on the course (TMA 05). Finally, the examinable component asks you to evaluate and critically review a whole course and to plan for its, and your own, future development. The skills and application of knowledge you have practised in the previous TMAs should prepare you for the work of the examinable component. In addition, you will particularly need to revisit Chapters 4 and 5 of Pack 4 (‘Practical course evaluation and improvement’ and ‘Theories in support of evaluating and developing courses’).

Large-scale course reviews are typically central to institutional and external quality assurance activities. Being able to think critically and write formatively about a course are valuable achievements. You can use this opportunity to bring together ideas, activities and experiences from studying all the other elements of H850 in this major piece of independent work.

When writing up your course review for assessment, you should keep in mind the assessment indicators discussed in Section 3.1 of this Guide.

6.1 Components of the course review

Step 1: Aims and purposes

The first step will be to decide on the aims and purposes of this review. For this you will need to be familiar with your learners, your course, its aims and purposes. Deciding on a specific question may take some time, and you should negotiate this with your tutor group. You might be interested in one or more of the following questions:

- Does the course achieve its aims?
- Has the student experience been satisfactory?
- Is the course viable?

This section should include:

- a brief description of the course you are evaluating and your influence (or limits of your influence) in your current context
- the question(s) your evaluation is aiming to answer
- a plan for the tools and processes you will use to explore your question(s) and an explanation of why they were most appropriate.

Step 2: Conducting the course evaluation

It is likely that you will want to collect some evaluative data to help in your course review. This may extend your work in TMA 05, or indeed, any of the other TMAs. If so, you will need to plan for this well in advance.
This section should include:
- use of the generic teaching and learning and discipline-specific literature to help diagnose problems in course design
- collection of feedback from students and/or colleagues, collected specifically for this project, drawn from previous TMAs or from data routinely collected in your institution.

Step 3: Critique and selection of alternatives

This section should include:
- a summary and interpretation of your findings from the evaluation
- robust rationales for alternative course designs, informed by your reading of published research.

Step 4: Plans for future development

Having identified the strengths of the course and where there is room for improvement in its design and its learning, teaching and assessment activities, you will be able to construct a plan for its future development and improvement and make an assessment of how your own practice might need to change.

This section should include:
- specific recommendations for improving the course derived from your critique
- what you personally intend to do differently next time the course runs, and why
- some learning points from the evaluation process that will inform your future practice; recognising that learning is not always easy, identify the areas in which you have found it hard to change your practice or your mindset and comment on the reasons for this.
- some areas in which you would like to develop greater skill or understanding to enhance your teaching and make a plan for your personal and professional development.

7 Final submission

7.1 Portfolio

You should make three copies of your completed portfolio, including any re-worked 'NYA' assignments and indicating how you have improved them. Assemble these copies in the portfolio binders provided with the course materials. Post two copies using the portfolio boxes provided and keep one copy for your own records.

Make sure that all of your work is easily legible and will still be legible when photocopied by us for marking purposes.

Do not use plastic wallets in your portfolio. They slow down considerably the reading and handling of your material. Equally, don't use staples, or any method of presentation that will make it difficult to photocopy your
work. Simply hole-punch everything and assemble in the portfolio binder provided with your course materials.

7.2 Authentication of teaching

You must provide in your portfolio a letter from your head of department or course leader authenticating your account of teaching work undertaken.

7.3 Glossary of terms

If you think your institution or department may use particular terms to describe courses, learning activities, quality assurance processes or other aspects of your work – terms the assessor might find unfamiliar – please add a glossary of terms to your portfolio and to your examinable component, as they may be assessed separately. You do not need to include a glossary in any word count.

7.4 Submitting your examinable component

Return your examinable component to The Open University (Walton Hall) with your portfolio in the same package.

Approximately six weeks before the cut-off date, you will receive a booklet called Information for Students Submitting Examinable Work, which gives you information about how to submit your examinable component and portfolio. (Additional instructions may also be posted in the online conferencing.) The booklet also tells you the exceptional conditions under which you may be able to obtain permission from the University to delay or defer submission beyond the cut-off date. You should very carefully follow the instructions given in the information booklet.

The procedures for submitting and marking the examinable component and portfolio are determined and administered by the Course Presentation and Examinations Office of the Open University and are completely out of the hands of the course chair and your tutor. This means, for example, that your tutor has no authority to grant an extension or negotiate alternative ways to submit the work.

The following information is particularly important. You must send in two copies of your examinable component and portfolio, securely packaged, to arrive by the cut-off date. Each copy must have an ET3 cover sheet attached to it. The cover sheets are contained in the information booklet. Do not send your work to your tutor. You must send it to the following address: Head of Student Services (Course Presentation and Examinations), Projects and Portfolios Team, The Open University, PO Box 721, Walton Hall, Milton Keynes MK7 6ZU, UK.

Remember to ensure that you obtain a certificate of posting. Items that are posted after the cut-off date will not be accepted. Your examinable component and portfolio must be clearly marked with your name, student identifier number and course code. Any elements of your work that could become detached must also be marked with your name, student identifier number and course code and should be attached very securely to the rest of your work. Your work will not be returned to you so you are also advised to keep a copy for yourself.

If you have further queries about submitting your examinable work, please contact the Projects, Portfolios and Dissertations Office at the address above or phone +44 (0)1908 655291.
7.5 The assessment process following submission

Initially, two assessors will read your portfolio and your examinable component. The first of these will usually be your tutor, who will already have seen its contents as TMAs. In addition, your portfolio may be seen by members of the course Examination and Assessment Board (which includes members of the course team as well as the External Examiner), and other tutors of the course.

The procedure for assessing your work begins with a co-ordination meeting at which all the assessors who will be involved in the assessment meet together to be briefed and trained on the assessment standards and procedures. After this meeting, each portfolio and examinable component will be assessed by at least two assessors working under the supervision of the board, as explained above. The board will hold an award meeting at which the result for each student will be considered and a recommendation made in each case. The final decision about the results will be taken by the University's Ratification Panel.

The work involved in these processes is considerable and it takes time to ensure that standards have been correctly set and implemented.

You can check the *Assessment Handbook: Taught Higher Degrees* to see when to expect your results and who to contact if you are concerned that they have not arrived. Initial publication of results usually occurs on Studenthome (http://www.open.ac.uk/students).